

Fair-Oak Elementary

1964 Oakway Road
Westminster, South Carolina 29693

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 698 Students | |
| Principal | Carolyn H. Harris | 864-972-9371 |
| Superintendent | Dr. Valerie Truesdale | 864-886-4400 |
| Board Chair | Harry B. Mays, Jr. | 864-972-3629 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 43 | 38 | 3 | 0 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Good | Average | N/A |
| 2003 | Good | Unsatisfactory | No |
| 2004 | Good | Unsatisfactory | No |
| 2005 | Average | Below Average | No |

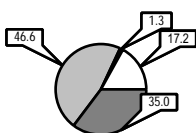
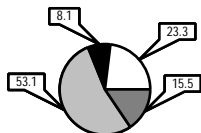
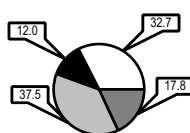
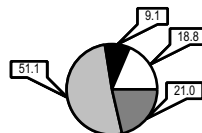
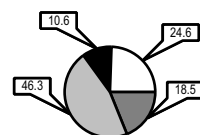
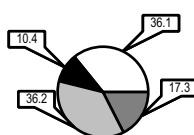
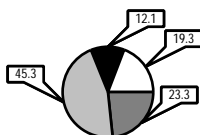
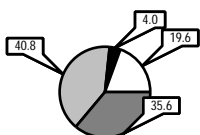
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 319 | 99.7 | 17.2 | 46.6 | 35.0 | 1.3 | 45.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 180 | 99.4 | 23.4 | 45.1 | 30.3 | 1.1 | 38.3 | | |
| Female | 139 | 100.0 | 9.0 | 48.5 | 41.0 | 1.5 | 54.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 312 | 99.7 | 17.2 | 46.9 | 34.7 | 1.3 | 45.2 | Yes | Yes |
| African American | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 240 | 99.6 | 9.9 | 47.4 | 40.9 | 1.7 | 55.2 | | |
| Disabled | 79 | 100.0 | 39.0 | 44.2 | 16.9 | 0.0 | 15.6 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 319 | 99.7 | 17.2 | 46.6 | 35.0 | 1.3 | 45.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 315 | 99.7 | 17.0 | 46.4 | 35.3 | 1.3 | 45.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 156 | 99.4 | 22.3 | 52.7 | 25.0 | 0.0 | 33.8 | Yes | Yes |
| Full-pay meals | 163 | 100.0 | 12.4 | 41.0 | 44.1 | 2.5 | 55.9 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 319 | 99.1 | 22.8 | 53.4 | 15.6 | 8.1 | 42.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 180 | 99.4 | 24.6 | 48.6 | 17.1 | 9.7 | 42.3 | | |
| Female | 139 | 98.6 | 20.5 | 59.8 | 13.6 | 6.1 | 43.2 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 312 | 99.0 | 22.9 | 53.5 | 15.3 | 8.3 | 42.5 | Yes | Yes |
| African American | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 240 | 99.2 | 14.7 | 56.3 | 18.6 | 10.4 | 50.2 | | |
| Disabled | 79 | 98.7 | 47.4 | 44.7 | 6.6 | 1.3 | 19.7 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 319 | 99.1 | 22.8 | 53.4 | 15.6 | 8.1 | 42.7 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 315 | 99.1 | 22.7 | 53.3 | 15.8 | 8.2 | 42.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 156 | 98.7 | 34.7 | 51.7 | 11.6 | 2.0 | 31.3 | Yes | Yes |
| Full-pay meals | 163 | 99.4 | 11.9 | 55.0 | 19.4 | 13.8 | 53.1 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 319 | 99.7 | 32.7 | 37.5 | 17.8 | 12.0 | 29.8 |
| Gender | | | | | | | |
| Male | 180 | 99.4 | 31.4 | 34.3 | 20.0 | 14.3 | 34.3 |
| Female | 139 | 100.0 | 34.3 | 41.8 | 14.9 | 9.0 | 23.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 312 | 99.7 | 32.7 | 37.3 | 18.2 | 11.9 | 30.0 |
| African American | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 240 | 99.6 | 25.4 | 39.7 | 21.1 | 13.8 | 34.9 |
| Disabled | 79 | 100.0 | 54.5 | 31.2 | 7.8 | 6.5 | 14.3 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 319 | 99.7 | 32.7 | 37.5 | 17.8 | 12.0 | 29.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 315 | 99.7 | 32.4 | 37.6 | 18.0 | 12.1 | 30.1 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 156 | 99.4 | 47.3 | 32.4 | 14.9 | 5.4 | 20.3 |
| Full-pay meals | 163 | 100.0 | 19.3 | 42.2 | 20.5 | 18.0 | 38.5 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 319 | 99.7 | 18.8 | 51.1 | 21.0 | 9.1 | 30.1 |
| Gender | | | | | | | |
| Male | 180 | 99.4 | 20.6 | 48.0 | 21.1 | 10.3 | 31.4 |
| Female | 139 | 100.0 | 16.4 | 55.2 | 20.9 | 7.5 | 28.4 |
| Racial/Ethnic Group | | | | | | | |
| White | 312 | 99.7 | 18.8 | 50.8 | 21.1 | 9.2 | 30.4 |
| African American | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 240 | 99.6 | 14.2 | 51.3 | 23.7 | 10.8 | 34.5 |
| Disabled | 79 | 100.0 | 32.5 | 50.6 | 13.0 | 3.9 | 16.9 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 319 | 99.7 | 18.8 | 51.1 | 21.0 | 9.1 | 30.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 315 | 99.7 | 18.6 | 51.0 | 21.2 | 9.2 | 30.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 156 | 99.4 | 25.0 | 52.0 | 20.9 | 2.0 | 23.0 |
| Full-pay meals | 163 | 100.0 | 13.0 | 50.3 | 21.1 | 15.5 | 36.6 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 97 | 99.0 | 16.3 | 37.0 | 41.3 | 5.4 | 46.7 |
| | 4 | 93 | 97.9 | 13.3 | 48.9 | 36.7 | 1.1 | 37.8 |
| | 5 | 114 | 100.0 | 19.5 | 51.3 | 27.4 | 1.8 | 29.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 140 | 99.3 | 14.7 | 45.6 | 37.5 | 2.2 | 39.7 |
| | 4 | 90 | 100.0 | 22.6 | 44.0 | 32.1 | 1.2 | 33.3 |
| | 5 | 89 | 100.0 | 14.9 | 50.6 | 34.5 | 0.0 | 34.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 97 | 100.0 | 14.0 | 66.7 | 15.1 | 4.3 | 19.4 |
| | 4 | 93 | 100.0 | 20.7 | 52.2 | 20.7 | 6.5 | 27.2 |
| | 5 | 114 | 100.0 | 25.7 | 48.7 | 15.9 | 9.7 | 25.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 140 | 99.3 | 25.0 | 55.9 | 14.0 | 5.1 | 19.1 |
| | 4 | 90 | 100.0 | 19.0 | 48.8 | 17.9 | 14.3 | 32.1 |
| | 5 | 89 | 97.8 | 22.4 | 54.1 | 16.5 | 7.1 | 23.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 140 | 99.3 | 37.5 | 44.1 | 13.2 | 5.1 | 18.4 |
| | 4 | 90 | 100.0 | 36.9 | 32.1 | 23.8 | 7.1 | 31.0 |
| | 5 | 89 | 100.0 | 20.7 | 32.2 | 19.5 | 27.6 | 47.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 140 | 99.3 | 14.0 | 55.1 | 20.6 | 10.3 | 30.9 |
| | 4 | 90 | 100.0 | 14.3 | 53.6 | 23.8 | 8.3 | 32.1 |
| | 5 | 89 | 100.0 | 31.0 | 42.5 | 18.4 | 8.0 | 26.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 698) | | | | |
| First graders who attended full-day kindergarten | 97.7% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 2.9% | Down from 3.3% | 3.0% | 3.0% |
| Attendance rate | 96.1% | Down from 96.3% | 96.4% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 11.6% | Up from 9.3% | 4.7% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 4.8% | Up from 4.0% | 3.6% | 3.2% |
| Eligible for gifted and talented | 10.8% | Down from 12.6% | 14.0% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 13.0% | Up from 11.9% | 9.0% | 8.2% |
| Older than usual for grade | 1.3% | Up from 1.2% | 0.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 51) | | | | |
| Teachers with advanced degrees | 37.3% | Down from 42.9% | 53.3% | 52.6% |
| Continuing contract teachers | 76.5% | Down from 85.7% | 86.1% | 83.3% |
| Highly qualified teachers | 87.5% | Down from 97.4% | 92.6% | 93.5% |
| Teachers with emergency or provisional certificates | 4.7% | Up from 2.5% | 0.0% | 0.0% |
| Teachers returning from previous year | 88.3% | Down from 90.6% | 88.2% | 87.0% |
| Teacher attendance rate | 96.0% | Up from 95.2% | 95.1% | 95.0% |
| Average teacher salary | \$40,093 | Down 1.6% | \$41,747 | \$41,703 |
| Prof. development days/teacher | 12.5 days | Up from 8.1 days | 13.1 days | 12.8 days |
| School | | | | |
| Principal's years at school | 1.0 | Up from 0.2 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.7 to 1 | Up from 12.0 to 1 | 18.8 to 1 | 18.8 to 1 |
| Prime instructional time | 90.2% | Down from 90.3% | 89.8% | 89.8% |
| Dollars spent per pupil* | \$5,717 | Up 1.1% | \$6,123 | \$6,242 |
| Percent of expenditures for teacher salaries* | 67.0% | Down from 67.5% | 66.0% | 65.8% |
| Opportunities in the arts | Fair | Down from Good | Good | Good |
| Parents attending conferences | 100.0% | Up from 89.2% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | No change | Excellent | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 89.0% | | 89.4% | |
| Highly qualified teachers in high poverty schools | N/A | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our goal is for all students to become successful citizens and lifelong learners. To help them to achieve, our character education followed the monthly Core Essential words, and our staff devoted much effort in our school's Positive Behavior Support. The expectations and motivational incentives for the Positive Behavior Support were developed so students understood specific behavioral guidelines designed with our ACORN theme. Our staff continues to be committed to a rigorous instructional program so all students will achieve Proficient or above on the PACT. Providing our students with quality differentiated instruction and remediation to insure mastery of academic skills is a priority. Our students receive a quality fine arts and physical education programs.

Our target is to increase the percentage of students scoring Proficient or above on PACT reading, math, science, and social studies. To achieve this goal, we followed the district-adopted Everyday Math series and offered Early Morning Computer Math time for any student. Our district adopted a new reading series, Harcourt Reading, for all grades, and we hired a part-time Reading Strategist to assist third, fourth and fifth graders who were struggling in reading. We provided an after-school acceleration program in reading and science for third through fifth graders. Some students participated in small group instruction to boost their reading and science skills during their recess.

Parents are the students' first and most important teachers. It is imperative that we work together in this endeavor. Thank you for your continued support in our efforts to provide the best education possible for all students.

Carolyn Harris, Principal
Andrea Kesler, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 37 | 79 | 60 |
| Percent satisfied with learning environment | 89.2% | 84.8% | 83.1% |
| Percent satisfied with social and physical environment | 94.6% | 79.5% | 86.4% |
| Percent satisfied with school-home relations | 81.1% | 89.9% | 75.9% |

*Only students at the highest elementary school grade level at this school and their parents were included.